

PSY 171 (sections 1-4): Quantitative Reasoning in Psychology Fall 2025

Instructor

Dr. John Kim, Professor of Psychology

Class Meeting Times

Lecture sections 1 and 3 meet on Thursdays from 2-3:40pm in room BH 226

Lab Sections: If you are registered...

- ...for Lecture section 1, then you are in Lab section 2
- ...for Lecture section 3, then you are in Lab section 4

Lab sections are asynchronous online and I am the instructor for both the Lecture and Lab sections. So I will manage the both the Lecture and Lab sections via the Canvas site for the Lecture section only.

Office Hours

Dr. Kim's office hours are on **Thursdays from 10am-noon** in EP 421, and by appointment.

Course Communication

Dr. Kim will send information pertaining to the course through Canvas announcements.

The best way to reach Dr. Kim is by email at: johnkim@sfsu.edu

(Please include "PSY 171" in the Subject: line of your email so it is easy to find.)

Bulletin Description

Psychology 171 (3 Units): Prerequisite: First year math advising module. Students who elect to take additional support should concurrently enroll in MATH 122. Psychological statistics and measurement essential to understanding statistical and quantitative arguments. Lecture, 2 units; activity, 1 unit. (Note: For this course to satisfy General Education, students must earn a grade of C- or CR or higher.)

Course Objectives

Students in this class will demonstrate that they have gained the ability to:

- Understand statistical concepts underlying psychological research.
- Use statistics as a research tool to describe data (descriptive statistics)
- Use statistics as a research tool for testing null hypotheses (inferential statistics)

Resources

Course website: canvas.sfsu.edu

Videos, readings, and other documents will be available on the Canvas site for the Lecture section for this class.

Format of the class

The general format of the class will come in weekly cycles starting on Thursdays (except for the first week ; see ** below).

Each Thursday (except for the first week ; see ** below), I will make three things available on the Canvas site for the Lecture section you are registered for:

- (i) a video;
- (ii) an associated reading; and
- (iii) a homework assignment based on the video and reading.

Please watch the video and read the reading prior to the following week's lecture. (You should also at least start the homework assignment....)

Then, in lecture the following week (on Thursday):

- I will quickly review the material in the video and the reading at the beginning of lecture (15-20 minutes);
- I will give the class an in-class exercise based on that material, which you can work on in groups (30-40 minutes);
- then we will reconvene lecture to go over the answers to the in-class exercise (10-20 minutes);
- and, finally, I will answer any questions, including questions about the homework assignment.
- *Note: I will also make the following week's video, reading and homework available.*

The homework assignment for this material will be due the next day (on Friday). Homework assignments should be submitted electronically as a file you will upload to the Canvas site for the class. (Instructions for how to do this will be provided separately.)

Grades

Grades are not given, but earned. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

Your grade will be based on your scores on homework assignments. The total possible number of points you can receive for all of the homework assignments is 100 points. The following is the grading scale for assignment of a grade for the class:

	A = 94-100	A- = 90-93.9
B+ = 87-89.9	B = 83-86.9	B- = 80-82.9
C+ = 77-79.9	C = 73-76.9	C- = 70-72.9
D+ = 67-69.9	D = 63-66.9	D- = 60-62.9
F = 0- 59.9		

If you end up with a grade that is lower than you like, you can improve your grade by taking a final exam during Finals Week. If you decide to take the final exam, it will be scored on a 100 point scale, and your final grade will be the average of your homework grade and your grade on the final exam.

EXAMPLE 1: A good grade on the final exam will not erase a poor overall homework grade:

If a student's total homework grade is 50 points, that student will have to take the final exam in order to pass the class (i.e., 50 points is an F on the grading scale above). Let's say that that student takes the final exam and gets 100 points on it (out of a total possible 100 points). Then the student's final grade for the class will be a C (because the average of the student's homework grade of 50 and the student's final exam grade of 100 is $(50+100)/2 = 150/2 = 75$ points, which is a C on the grading scale above.)

This example demonstrates that your homework grade still counts as 50% of your grade, even if you take the final exam. **So do your best on the homework assignments. A low homework grade will not be erased by a high grade on the final exam.**

EXAMPLE 2: Taking the final exam will not hurt your grade:

If a student's total homework grade is 80 points, that student will get a B- based on the grading scale above. Let's say that that student wants a grade better than B-, so she decides to take the final exam. It turns out that the student gets 70 points on the final exam (out of a total possible 100 points). The average of the student's homework grade of 80 and the student's final exam grade of 70 is $(80+70)/2 = 150/2 = 75$ points, which is a C on the grading scale above.

In a case like this – i.e., in which a student takes the final exam and gets a grade on it that is lower than the student's homework grade – I will simply assign a letter grade based solely on the homework grade. **So taking the final exam cannot hurt your grade. It can only improve your grade (i.e., if you receive a higher grade on the final exam than your overall homework grade, then your final grade will be based on the average of your homework grade and your final exam grade).**

Lecture material schedule (Thursday lectures):

Thurs, Aug 28: <i>first lecture</i>	Introduction ; Diagnostic Quiz
Thurs, Sept 4: <i>**traditional lecture</i>	Scales of Measurement; Populations & Samples
Thurs, Sept 11:	Frequency Tables ; Frequency Graphs
Thurs, Sept 18:	Measures of Central Tendency & Variability
Thurs, Sept 25:	Scaled Scores (and z-scores)
Thurs, Oct 2:	The Normal Distribution ; Table z
Thurs, Oct 9:	The Distribution of Sample Means
Thurs, Oct 16:	Introduction to Null Hypothesis Testing
Thurs, Oct 23:	Single Sample z-Test ; Table of critical values of z
Thurs, Oct 30:	Single Sample t-Test ; Table of critical values of t
Thurs, Nov 6:	Independent Samples t-Test
Thurs, Nov 13:	Dependent Samples t-Test
Thurs, Nov 20:	Pearson Correlation
Thurs, Nov 27:	<< <i>Fall Recess – no classes this week</i> >>
Thurs, Dec 4:	Linear Regression
Thurs, Dec 11: <i>last lecture</i>	Tying up loose ends ; sign-up for Final Exam
Thurs, Dec 18: <i>finals week</i>	Final Exam in BH 226 – 12:30-2:30pm

SF State Policies

It is our shared responsibility to know and abide by the San Francisco State University policies that relate to all courses, which include topics like:

- Disability Access
- Disclosures of Sexual Violence (Title IX)
- Academic integrity

Disability Access

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu). Their website is at access.sfsu.edu

Disclosures of Sexual Violence (Title IX)

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <https://titleix.sfsu.edu>, emailing vpsaem@sfsu.edu, or calling (415) 338-2032. To disclose any such violence confidentially, contact:

- The SAFE Place – (415) 338-2208; dos.sfsu.edu/safeplace
- Counseling and Psychological Services Center – (415) 338-2208; psyservs.sfsu.edu
- For more information on your rights and available resources, visit titleix.sfsu.edu

Academic Integrity

Academic integrity, the ethical presentation of one's own work in accordance with the rules established for this class, is required. Instances of academic misconduct will be reported to the College in which the course is housed, the Division of Graduate Studies (if a graduate student), and the Office of Student Conduct with the report being kept in those offices until a student earns his/her degree. Any instances of cheating, deceit, fabrication, forgery, plagiarism, unauthorized altering of records or submitting false documents, unauthorized collaboration, unauthorized submission of work previously given credit, or other forms of academic misconduct will be assigned a grade penalty, likely an F or a grade of zero. Failing one or more assignments or examinations for reasons of academic integrity violations may result in a final class grade of F. Students may not withdraw from classes in which they have committed academic misconduct. Consequences for violations of academic integrity may exceed an F on the assignment, examination, or class as determined by the Academic Integrity Review Committee.

Members of our academic community have a responsibility to develop an awareness of academic integrity, to cultivate skills to realize honesty in academic and community work, and to sustain actively academic honor as a core value of our community. Students are expected to engage in behaviors that reflect well upon the university. In addition to attending to one's own actions, the Standards for Student Conduct require that students who witness academic dishonesty notify their faculty/instructor, department chair, or the Office of Student Conduct. Supporting academic integrity enhances the reputation of the University and the value attributed to degrees awarded by the University.

University-Wide Policies

Recording. Students may not capture audio, photos or video from class sessions on their own devices without the explicit permission of the instructor and everyone present, unless part of a DPRC-authorized accommodation.

Posting online. Students may not post any course materials to any third-party sites (such as Chegg) or post any recordings, screenshots, audio or chat transcripts in any setting outside the class. Violations of this are subject to student disciplinary action.

Course-Specific Policies

No phones are permitted during our class meetings. I expect you to make the responsible and respectful decision to refrain from using your mobile phone in class. If you have critical communication to attend to, please excuse yourself from class and return when you are done.

Grading practices.

- **Calculation errors:** Grades will be changed if there has been an error in the calculation of your grade. Contact me as soon as possible if you believe that I made an error in the calculation of a grade.
- **Grade disputes based on content:** Grade disputes based on content must be submitted to me in writing via email. Outline very specifically why you feel you received your grade in error. Grade disputes must be submitted within one week after receiving the grade.
- **Final grades:** Final grades will be calculated based on the total number of points earned for all the assessments in the course. Letter grades will be assigned according to the points earned. Unless a calculation error has been made, final grades will not be changed. There are no exceptions to this policy.
- **Attendance:** It is up to the individual student to attend each class.

Attendance in Thursday Lecture is not mandatory, but Lecture is where material is first presented and where many questions about the material and the homework can be answered.

In my experience, students only do well in this course if they consistently attend class.

Get Some Help!

Everyone can benefit from some expert guidance and support to achieve higher academic success, so I encourage you to consider visiting the Tutoring & Academic Support Center (TASC): <https://tutoring.sfsu.edu>

If you just need someone to talk to, visit Counseling and Psychological Services (CAPS): <https://psyserve.sfsu.edu/> or <https://caps.sfsu.edu/>

Finally, remember that my door is always open. Come see me during my office hours, or email me to schedule some time to talk.

Everyone needs help... all you have to do is ask for it.

Statement on Inclusion

We VALUE Respect, Civility, and Inclusion

The Psychology Department is committed to providing a multi-cultural academic setting and climate that is respectful, inclusive, civil, and harassment-free for individuals regardless of ability, age, ethnicity, gender identity or expression, indigenous heritage, immigration status, nationality, physical appearance, political affiliation, race, religion or spirituality (or lack thereof), sexual orientation, social class, socioeconomic status, or other cultural, demographic, and social identification*.

We ASK that all members of our department, including undergraduate students, graduate students, faculty, staff, and guests, treat each other with respect and civility. We strive for this in every aspect of our interactions including, for example, in language (e.g., pronouns), verbal and written communication (e.g., thoughtful and active listening), and behaviors in the virtual or real classroom, research laboratory, as well as in any other setting that holds a department function.

Examples of language or behaviors in the academic setting that are not respectful include but are not limited to:

- Discriminatory statements that are overt (e.g., hostility) or subtle (e.g., microaggressions)
- Posting discriminatory materials on campus or campus-related forums (Canvas, Zoom)
- Behaviors or statements that interfere with the learning of others
- Marginalizing individuals based on their social or demographic identity, or perceived identity
- Inappropriate, unwelcome, or non-consensual comments, behaviors, photography or recording
- Advocating for or encouraging any of the above

We encourage ACCOUNTABILITY and seeking SUPPORT

- To receive support for
 - o Asian American and Pacific Islander Retention and Education (aspire.sfsu.edu)
 - o Disability Programs and Resource Center (DPRC) (access.sfsu.edu)
 - o Equity & Community Inclusion Unit (equity.sfsu.edu)
 - o Mental health at Counseling & Psychological Services (CAPS) (psyservs.sfsu.edu)
 - o Physical health at the Health Center (health.sfsu.edu)
 - o Sexualized violence at the Safe Place (dos.sfsu.edu/safeplace)
 - o Undocumented students at the Dream Resource Center (drc.sfsu.edu)
- To contact
 - o Psychology Department and Psychology Professors (psychology.sfsu.edu)
 - o The University Police Department (upd.sfsu.edu)
- To report
 - o Harassment or discrimination based on sex, gender, or sexual orientation (titleix.sfsu.edu)
 - o A bias incident (equity.sfsu.edu)
 - o To learn about the University Code of Conduct
 - o Undergraduate: (conduct.sfsu.edu/standards)
 - o Graduate: (bulletin.sfsu.edu/graduate-education/academic-policies-procedures/)

**(We alphabetized identities to avoid implying a preference for a particular identity.)*